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ABSTRACT

These papers present stimulating ideas concerned with how City University of New York can improve and expand its library services to the growing number of disadvantaged students. Topics covered include: the relationship between the university and the community; the "new" urban student's background and his special needs; the relevance of contemporary higher education to meet these needs and the librarian's role in providing relevant library services. (MF)

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② A NEW COLLEGE STUDENT: THE CHALLENGE TO CITY UNIVERSITY LIBRARIES

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INTRODUCTION

The library Association of the City University of New York is a professional association of librarians who work in the many units--of the City University. The Association states that its purpose is "to encourage cooperation among the libraries of the City University of New York, to stimulate the professional growth of the librarians on their respective staffs, and to promote the interests of the members of the Association". The annual institutes sponsored by the Association are designed to help fulfill this purpose.

The 1969 Institute, "A New College Student: The Challenge to City University Libraries" expressed the librarians' desire to know more about the new urban student coming in increasing numbers from the ghetto to the campus--and to know more about providing him with the library service he wants and needs.

For the past several years, the City University has developed special programs to help students who did not qualify under traditional admissions procedures to receive the opportunities derived from a college education. As these programs have grown, so has the discussion about them, and about the students for whom they were created. There were questions about the need for such programs, and abilities and backgrounds of the students involved and whether or not they needed any special attention in order to succeed in college. Librarians were especially concerned with whether or not they were providing relevant library service and whether or not any special help was needed by the students in relation to the use of the libraries and their resources.

The program of the Institute was planned to two parts. The morning session was devoted to discussion about the student: his background, his problems, the relevance of contemporary higher education to him and the special college programs designed to help him. The afternoon session was devoted to a consideration of library service for this "new" college student.

Invitations to the Institute were sent to all librarians in the City University of New York, to other college and public librarians in the metropolitan area and to other faculty members and college administrators. The Institute was attended by over 300 persons, coming from many colleges and libraries.

William Birenbaum spoke about the development of institutions of higher education and how their complicated structuring does or does not make them relevant to the student, especially the black and Puerto Rican student. Richard Trent spoke about programs within the City University, especially the Educational Opportunity Program, and the special problems of students from poverty areas in attempting to get a college education. During the afternoon, John Frantz, Mordine Mallory, Dorothy Knoell and David Remington presented a panel discussion about library materials and services that might be helpful in working with these students.

A complete, verbatim record of the proceedings of the Institute is not presented here. It was not possible to include all of the comments made from the floor.

The exciting and well-received luncheon speech "Chronicle of a Black Heritage", by Alex Haley - scholar, lecturer, world traveller and co-author of The Autobiography of Malcolm X, - in which he described the tracing of his family to a specific village in West Africa could not be printed here.

The Institute Committee is grateful to the Chancellor of the City University of New York, to "METRO" , and to Bro-Dart, Inc. for their financial assistance.

We would also like to commend and express our deep appreciation to Karl Hellman, President of the Scientific Book Service, Inc. , without whose generosity these proceedings might not have been published.

Sharad Karkhanis
President, LACUNY

Betty-Carol Sellen
Institute Chairman

September 12, 1969

MORNING SESSION

9 a.m. - 12 noon

Presiding - Ann Randall

Ladies and gentlemen on behalf of the Library Association of the City University of New York I would like to welcome you to our Spring Institute for 1969. In addition to the many librarians from the City University and elsewhere, we are especially pleased to see so many faculty members and educational administrators. On the college campus as is in urban community we are all very much involved in the same environment. Therefore, it is desirable if from time to time we are able to cross professional lines to discuss the problems that concern us all. The theme of our Institute this year is "A New College Student: The Challenge to City University Libraries." It seems even more revelant today than ten months ago when we chose our theme, because of the events of the past year.

In the City University we are cogniscent of the rapid changes in the student body composition on campus. Special admission programs are bringing to the campus a new urban student, sometimes called "the disadvantaged student", whose background does not reflect the conformity of traditional training. We acknowledge that the provision of relevant library services and materials to the academic community is what college libraries are about. And this is exactly what these students are asking from us today. Perhaps what we need to think about is the changing connotation in words like "relevance" and "academic community". When we hear these speakers this morning and later in our program today we should be directing our thoughts towards such areas as student expectations of the library, new directions in collection building, new materials both in subject areas and physical formats now available on the market, potential attitudes and techniques of service among librarians, and all the potential sources of money available for materials, services and equipment. And then there is the question of whether special space allocations or other special considerations will reflect discriminatory treatment.

Our speakers today come to us from diverse backgrounds with much relevant experience. Only three are librarians. Initiating the invitations, the Institute Committee sought people who could supply us with background information about the challenges we face as well as insight into the range of possibilities of action open to us. As specialists in the library, it is up to us to make creative decisions in our own library facilities.

Having presented to you in general terms the intent of the Institute Committee, I would like you to meet the individuals involved. We are deeply saddened at the death of Ada Cataldo from Staten Island Community College. We wish to express our gratitude for her work on this Committee. May I now introduce the other members of the committee: Catherine Brody, New York City Community College; Herman Cline, City College; John Clune, Kingsborough Community College; George Hathaway, Brooklyn College; Mordine Mallory, Queens College; Joan Marshall, Brooklyn College; Elizabeth Ann O'Brien, Staten Island Community College; Joseph Palmer, Queens College; Jackie Peldzus Eubanks, Brooklyn College; Harold Schleiffer, Lehman College; Lois Schneider, Queens College; Pat Schuman, New York Community College; Betty Seifert, City College; Juliann Skurdens-Smircich, Bronx Community College; and Marjorie Von Der Osten, Staten Island Community College. Our Institute Committee Chairman is Betty-Carol Sellen, from Brooklyn College. My name is Ann Randall and I am from Queens College.

Needless to say, the Committee has enjoyed the close cooperation of the L.A.C.U.N.Y. officers. I would like to add a word of thanks to Sharad Karkhanis, Marnesba Hill, Wilma Dornfest, and Erika Svuksts. And now here to greet you is Professor Karkhanis, President of the Library Association.

Greetings: President Karkhanis

Invited speakers; representatives of the Chancellor's office of the City University of New York; "METRO"; and Bro-Dart; my colleagues from C.U.N.Y.; the State University of New York; and public libraries; members of the faculty; honored guests; ladies and gentlemen. I am delighted to welcome you all to this Conference sponsored by the Library Association of the City University of New York. Last year we focused on the important topic of cooperation among the City University libraries. That Conference attracted over 200 professional librarians. This year's Conference has brought an even larger number of librarians and faculty members together because the topic we are to discuss today has tremendous relevance to the revolutionary changes which higher education is undergoing in our country. Never before in our history have we opened the doors of academic institutions so widely as we have in the late 1960's, to the disadvantaged student. Some people do not care for the phrase "disadvantaged student". They would prefer using some other discriptive term, such as "culturally deprived", "products of the inner city", or perhaps more accurately "the new urban student". Whatever designation is employed, however, the most important thing to remember, from a human point of view, is that these ghetto students have come to us and will continue to come to us to pursue quality higher education. Dispite the fact that some of us may feel a certain measure of resentment toward the notion of lowering admissions requirements to accommodate these students, we have the obligation to give them the calibre of education they are sincerely seeking. Unfortunately academic libraries on the whole have been slower to respond to this challenge than have other departments within the higher educational enterprise. We are often the last ones on the campus to experiment, to evaluate, and to modify. Hence we have gathered here this morning to discuss how C.U.N.Y. library service to the growing number of disadvantaged students can be expanded and improved. If I am not mistaken, this is the first time that college and university librarians have devoted a full day to the crucial exploration of this topic. I hope that it will not be the last.

Today's speakers are distinguished educators and librarians who have committed themselves to these "new" students. I am confident that they will give us much food for thought.

The exhibits on this floor; Baker & Taylor, Bro-Dart, Imperial News Service, Grove Press, International Book Corp., Prentice-Hall, Remington Rand, Roman and Littlefield, Scientific Book Service and the Negro Book Club you will find useful and interesting in the every day practice of your profession. Please take time out to visit the exhibit area.

Before I return this meeting to our presiding officer, Mrs. Randall, I want you to know that the Library Association has received financial assistance from Chancellor Bowker, "METRO", and Bro-Dart Inc. to conduct this Conference. Their representatives are here to bring greetings to you.

I would like now to call on these people to say a few words.

Greetings: Dean of Academic Affairs Allen Ballard, City University of New York.

Thank you very much. It gives me great pleasure to bring you greetings from the Chancellor. I expect that sometimes in the midst of things that are going on, it's good to remember that there are libraries and that books still exist. The point is that this is as it should be, and I'm glad that you are having this Conference because there should be some connection between the turmoil that is going on in the campuses, and the libraries. When you begin thinking about it, what you're talking about in this Conference is what the turmoil is about, at least on the part of the black students: Basically what they have considered to have been a denial of knowledge and of access to knowledge and the only place that you can begin in any kind of objective and accumulative fashion is in a library, and so, just as years ago we began building up Russian area studies files and Russian area studies collections, so your department must make an effort to change its collections and build up a collection of materials which can be of help to our black and Puerto Rican students.

The second thing is something I still feel now after years in the Widener Library, the Sorbonne and the Lenin Library, that libraries are very frightening places to many students, particularly I suspect, to many black and Puerto Rican students. A slight misstep on their part is very obvious to anybody. I believe you have to make an effort to make the library a warm, inviting, and comfortable place for them; that you must have an attitude which does not discourage them if they do come and make mistakes. And having said this I hope you have a very good and profitable Conference. Thank you.

Greetings: Miss Dawn Pohlman, "METRO"

(Miss Pohlman spoke from the floor and hence her remarks were not picked up by the tape recorder).

Greetings: Mr. Peter Jacobs, Bro-Dart, Inc.

Mrs. Randall, Professor Karkhanis, Friends: The financial support of this Institute by Bro-Dart is not accidental. It is an expression of our concern for the problems facing the libraries of the City University of New York. In the words of President Karkhanis at the opening of last years conference, and I quote, "The reasons for holding this Institute are compelling. The much talked about knowledge explosion, the increased student enrollments and the spectacular growth of the City University Library system have had tremendous impact on us, both as individuals and as a professional group". Indeed all of us are only too familiar with the financial problems pressing upon us today, and the additional burdens placed on this, and other library groups, indeed, to add new services for the new and perhaps less well oriented students. Thus Bro-Dart's support of this Institute we hope will be seen as a concern for this problem that is facing all of you and as an expression of our willingness to help. Thank you very much.

Introduction of the City University Dean of Libraries: Sharad Karkhanis

As I was standing over there I saw several people coming in who I would like to introduce, but there isn't time. However, there is one very important person I would like to introduce, someone who has recently come to the City University of New York, Dr. Richard Logsdon, Director of the Columbia University Libraries who is coming to the City University of New York to fill the new post of Dean of Libraries starting in July, 1969. We are very happy that Dr. Logsdon, a scholar and a distinguished librarian, can be with us today. I want to greet him on behalf of the Library Association and I would like him to say a few words to us.

Greetings: Dr. Richard Logsdon

I just want to say thanks for this very warm welcome that you and your colleagues have given me, as I approach this new position with more anxiety than you know. If I do get a little scared now and then, all of it disappears as I have an opportunity to meet new friends. And I have found already many former associates from Columbia University and elsewhere. It will be a pleasure to work with all of you. Thank you.

Introduction of Dr. William Birenbaum: Ann Randall

Our first speaker for this morning, Dr. William Birenbaum, has chosen a provocative title for his talk: "Book Prisons - The Reform of Knowledge Monopoly Systems." This is in character since Dr. Birenbaum has gained a reputation for creating controversial ideas in the field of higher education. In September, 1968, he joined the City University as President of Staten Island Community College. Prior to that he was President of the educational affiliate of the Bedford-Stuyvesant Development and Services Corporation. In a recent proposal to establish a new college in that area, which was reported in the New York Times, Dr. Birenbaum describes "a college without walls", one that would blend into the community. This proposal recommends the dispersal of the four year college throughout forty-five blocks of the Bedford-Stuyvesant area of Brooklyn. His ideas about the relationship between the university and the community are presented in his new book published in January of this year by Delacorte Press. The title of the book is Overlive: Power, Poverty, and the University. There is more I could say about his attainments but I will mention only that as Vice-President and Provost of Long Island University's Brooklyn Campus, from 1964 to 1967, he was extremely popular with both faculty and students. We are very pleased that he could be with us today. It is my pleasure to introduce Dr. William Birenbaum.

Book Prisons: The Reform of Knowledge Monopoly Systems: William Birenbaum

Madam Chairman, Mr. President, distinguished guests and colleagues. After that last crack in the introduction I don't know whether I am really flattered or whether I've been damned. I must say I am a little astonished to confront a situation where members of the faculty would voluntarily impose another college presidential speech upon themselves. Of course this is a time when life for college presidents is exciting. They are being shot down or at least sat-in on or carried out with great frequency and it occurred to me that perhaps the organizers of today's program thought that by having one in captivity publicly for an hour they might actually see the action.

I am reminded of a story that George Bernard Shaw sent to Winston Churchill, a short note in which he said "Dear Winny, I have a new play opening in London next week, enclosed are two tickets. I hope you can come to opening night and bring a friend, if you have one". And so Winston replied, "Dear Bernie, I'm sorry I can't make it on opening night, but I will come the second night of the play, if there is one".

Well mine is the calling where you wonder where your friends are sometimes and when you leave the campus to give a talk or do something else you wonder if there will be a "second night" when you return.

I probably won't talk about the announced topic for my presentation, seldom is there any relationship between what I say and what is printed for program purposes about what I intend to say.

I hope I won't disturb anyone too much, but I do want to talk briefly about a development which is so obvious that it is sometimes ignored. Namely that it has been only in the last thirty years really, since World War II, that our country has moved from the final stages of the industrial era into the primitive first phases of the technological era. In fact I think I would measure cognition in the popular mass mind of some of the implications of this transition to the closing years of President Eisenhower's term. It certainly can be said with accuracy that Viet Nam is the first American blood-letting in which those who lead are called upon to restrain the use of technological power as distinguished from restraint upon the use of mere industrial power.

Sputnick really did herald in the first technological crises in lower public education in our country, just as Berkeley truly does symbolize the first technological crises in American higher education. John Kennedy was the first great American whose death was celebrated publicly technologically and Robert Kennedy was the first great Amer' ican to be shot dead "live" on television. Joseph McCarthy really represents in my opinion the first major political crises in our technological era just as President Nixon's recent pronouncements on higher education represents one of the more recent in a continuing stream of political crises peculiar to this kind of a time.

The technological age in which we live has a profound effect upon processes of production and patterns of consumption. This effect is most obvious and reaches most deeply into the main subject matter of our alledged profession; namely, the production of, the cultivation of, the quality of, and the conveyance of knowledge. The major technological consequence for our profession is that capacities to produce knowledge have tremendously exceeded abilities to consume it. There is much more to know than anyone can possibly know and this tends to underscore a new equality between those who teach and those who are taught; a equality based upon common ignorance. About the only significant difference now to be noted between the professor and his student is that one of these adults is usually somewhat older than the other. Each know something the other doesn't and both obviously are in very deep trouble.

There is a second consequence of the excessive productive ability compared with our inability to consume knowledge. This is a consequence that has an impact upon the quality of what there is to know, and what we come to know. I think that something that for the purposes of this discussion I will call "Birenbaum's Law for Survival", is at work. I would state the law thus: It is an era in which security and reward are given in greatest measure to those who exhault the most extensive ignorance at the expense of knowing a great deal about only one thing. A corollary of this law is in operation; namely to survive, one must be an expert. And the more expert one is, the better one is equipped to survive. This is an extremely complicated occurrence, particularly in view of the new equality based upon common ignorance. And especially in a society where egalitarian tendencies dominate the landscape, where people still talk as if they really think they ought to govern themselves, where people still act like they ought to control their own schools and have a voice in their own education, where people still think that when they exercise the franchise they are doing something significant. These same people also simultaniously feel that the experts who know so little about everything but so much about one thing are fooling them.

This exploitation by the experts is felt even by the unlettered, and this leads to all sorts of disruption; rioting in the street, presidential offices sat in, people cheating more extensively on their income taxes, people ignoring pleas for patriotism. The final stages, I suppose, of the consequences of this feeling of exploitation by experts is to confuse what the experts produce with the tyranny with which they personally threaten. When that happens I suppose the centers of academic action will move from presidential offices to libraries. And the issues will not be whether presidents are carried out of their offices but whether the books which are produced by the experts are to be burned. And I suppose that when it does become the issue, or if you feel perhaps it is already an issue; like any people who figured out how to survive, you will marshall those forces which protect your survival capacity. That is to say, you will strenghten the security of the main floor and call upon the police when they are needed.

Now, of course, not only the academic institutions are feeling the stresses and strains of the technological era: To these stresses and strains our national government comes on with a constitution which wobbles and creaks in terms of the federal relationships it sets out. Under circumstances where most of the people live in municipalities and where relationships between Washington and places like New York become extremely complex, oblique, opaque; to these stresses and strains industry comes with a very strong weapon resistance - the persistence, the durability, the vitality of profit motive. To this situation the professions come having discovered how to exploit one of the main consequences of what happened to knowledge in the technological era, mainly how to exploit being an expert. And to this situation our own institution, the second oldest in Western Civilization, brings its own eight century tradition.

I would like to say a few words about that tradition. Because I am speaking to faculty members whose work engages them all the time in the employment of the newest technology, I will resort to the use of the technological device in order to make the point that I want to make about the weaponry that the university as an institution brings to these technological stresses and strains. The eleventh century monastery was purposely located away from where the people were, usually. It was put away from the great centers of population of Western Europe open fields or on remote mountain crags and even then in its isolation from where the people were, it almost always had a formidable wall built around it with a gate. The function of the wall of course is apparent and twofold; it is to regulate what enters the territory where the monks do what they do and to police carefully what goes out. At that point in the history of our civilation the collection of things that were written, the interpretation of things that were written down, the writing down of new things, was the special privilege of those literate few who collected inside these walls. The wall had a gate and authority really was linked to him who held the keys to the gate.

When Columbia exploded you know the first thing Columbia did was _lock_ _the_ _gate_. They did it so fast they didn't take account of what they were locking in. They only thought of what they believed they were keeping out. Perhaps you read the _New_ _York_ _Times_ this morning about recent events on Harvard Square. You will note the sentence, three or four paragraphs into the story, that students arriving yesterday afternoon on that campus found the _gates_ _locked_ and the yard isolated.

Now essentially there was a flight of scholorship from inside these monastery walls that was mainly a reaction against the tyranny imposed by the walls. The flight was to the streets of the city. The university which marches first in our academic parade began in the early twelfth century, Bologna. It was a store front operation housed in drafty lofts and rented street level store fronts paid for by the students out of their own pockets. The life of Bologna flowed along these streets of the city. It wasn't until two or three centuries later that there was a retreat from the city streets, back into the walls, in this case, in a sleepy little English town, then remote from London, called Oxford - on a campus built as the monasteries were built, purposely with a wall and a gate. Oxford restored the wall and created what Lewis Mumford has called medieval times greatest contribution to the art of architecture and also its greatest disruption of the flow of urban life: the Oxonian Wall, built in the name of protecting the freedom of the scholar from secular and political forces that flowed along the streets of the city just as the flight from the monastery was originally undertaken in the quest for freedom from the overbearing authority of the church, which represented the "gate-keeper" in that situation. As I view it, the flight from the monastery was a political act undertaken in the name of freedom. The flight from the streets of Bogolna was as politically charged as the flight from the monastery itself.

Consequently, as I think about our profession, I am not at all discouraged, as many of my colleagues seem nationally to be, about the threat of the politicalization of our institution. As I read the history of our institution, its main value system has alway been hung around political themes and what it has done always has had political consequences, just as the university in the city today is a political force of first magnitude.

When you undertake the task of trying to design a new college - I've gone through this now three times as part of the design team of Monteith College at Wayne State University, as leader of the design team at the senior college effort of the New School for Social Research, and I just finished with my colleagues in Bedford-Styvasant to design a college there - you find that this centuries old tradition of the wall, modified by what Oxford did to that tradition, is generally the preconception that innovative, creative thinkers bring to the problem of starting a new one. The first thing you do is box yourself in. Without this box you really can't think about it. In the space of a contempory city like New York you need some romantic box, just like the monastery was located in. And if it doesn't happen to fit in Morningside

Heights or in Washington Square, and Morningside Heights, and Washington Square are not open fields or mountain crags, you still feel compelled to think about it in these terms.

So we draw the square and by drawing it we mean two things. First, we mean that a campus has a geographic integrity, it is a place. When you walk off Flatbush Avenue down toward Whitman Hall the gate and the wall are there. The buildings are all the same color and more or less try to give the impression they follow some vague architectural theme, and if you come here on a Sunday and there isn't an art exhibit or a basketball game the gate will be locked. Those people on Flatbush Avenue know that this is not their place unless they are matriculated and enrolled. This place has a geographic unity at one point of the square.

The other thing about the square is that it is supposed to measure a temporal unity, a temporal integrity; all things that a liberally educated undergraduate should know as a consequence of six thousand years of writing things down. And to acquire this knowledge shouldn't take over four years. Not common layman years like outside the walls, but nine month to ten month academic years. These years and terms are given a value by the system. America is a place - you know when I taught in Salzburg and lectured at another European University, in Germany, a year or two ago, it was said by an American colleague that "I really can't tell anyone here about American higher education, it's so diverse. It is very hard to describe what it is like. We have big schools and little schools, technical schools and liberal schools, four year universities, two year colleges, I just couldn't possibly tell them what it's like". - But it happens that this square, ten or nine month years big, is common from coast to coast from Pomona to Cambridge and generally uniformly has a value represented by this number: 120 credit hours. Now that varies up to a 136 and of course can be altered by the quarter pacing of time rather than the semester pacing of time.

In our great "diverse" higher educational system everything boils down to this common coinage of the realm. Now the problem is when you start one of these things new, the problem is to take this time and this space and design 6000 years plus of knowledge now accreting at a much more rapid pace because of technology, and fit it into the square.

This is done through an intricate ancient classification system, and that classification system is imposed on the square in vertical shafts. These shafts are departmentalized for political operational purposes. Into each shaft you pour some fragment of what is known, like chemistry in one shaft, English in another shaft, physics in another, history in another and so on across the square. The political problem which the departmental format is supposed to solve is how to divide up this value among the diversity of vertical claims. Roughly things are grouped into three parts like Gaul in order to achieve this value division. Roughly these three parts are something called "the sciences" to which usually mathematics is appended because there is no other convenient place to put it, something called "the humanities" to which the foreign languages may be appended because there is no other convenient place to put them, and something called the "social sciences" into which things like history and psychology slip in and out depending upon where you are.

I will over simplify, thought I think I can defend the generalizations I will make in detail. I know about elective systems and majors and minors and that sort of thing which alters the main generalization but not substantially; in general what happens is the coin of the realm available is divided roughly into thirds. Now in recent times, of course, this sector, science, is very aggresive and politically successful, and usually counts for more than a third. But for the purposes of the hypothesis here, we'll talk about it in terms of thirds.

Which means, that if we are dealing with 120 units the social sciences might come out with 40 of them. The people in the shaft representing that political cluster have a very difficult problem to face; they have to figure out what the basic distribution should be among them of this smaller quantity. And, what happens is the precinct captains, called the departmental chairmen; one from history, one from psychology, one from political science, and etc., must sit around a table and discuss this, and for very complex reasons which are highly intellectual and schorlarly reach a division of this credit hours spoils.

For the sake of the hypothesis let us say that history comes out with 15. They then sit down and face the extremely complicated task of making an equitable division of that in terms of what a well-educated man should know. Now because this whole thing is happening in America, American history gets the bigger piece, half or at least eight. Now it gets very complicated indeed because there isn't just

American history, there are all kinds of foreign history and all colors of history, including black. These things somehow have to be divided. These American historians who go away with eight, they still have their problems and it gets worse as the quantity gets smaller: how to cut American history. Do you start with the Indians? Do you talk about it in terms of "pre-colonial", "federal history", the "Age of Jackson" - volumes are written about it, for some a little dull compared to the Civil War, but there is that war. There is too the whole thing from the end of that to Teddy Roosevelt. There is American domestic history, there is the history of American diplomacy, and all of these things. Well, what this ultimately means is that some fresh Ph.D. graduate out of the department of history from a great institution like Columbia who discovered that between April 5th of 1917 and November of that same year General Pershing wrote some extremely interesting letters to President Wilson, which had never been studied by anyone, and wrote a thesis on it, comes to this new college and is told that his assignment is to teach a 3 credit freshman survey course: Indians first semester to Civil War, Reconstruction to the atom bomb second semester. Minimally 55 in the room and if he's lucky every 15th semester he will be allowed to teach a two credit seminar to whatever nuts want to take it about what General Pershing said to President Wilson.

Now imposed upon these vertical shafts in our temporal geographic territory are a group of horizontal control systems that are extremely important and are ment to apply with equal force to what goes on up and down in each of these vertical shafts. Incidentally, the students succeed in this part that I am showing you by entering this at the top and sinking slowly down; that is, the deeper they get into the shaft of knowledge the more expert they are and the higher their claim to future security and reward by the technological society.

Now imposed upon this are these common control systems. One of them is this very well thought out and well established ancient and traditional threshold measuring device which determines who will be kept out of this box. Call that "admissions". Another is this highly objective evaluative system given to students as they progress up and down and across called "grades". Another, of course, is that fascinating, intriging, mysterious procedure through which academic folk promote each other - the ranking and tenure system. And we could go on, there are other horizontal control systems; the credit system itself, finally the union card, the degree which imposes a certain horizontal and universal requirement upon all of the vertical shafts. The result is a picture like this. (Illustration on blackboard.) And the significant striking thing about this picture to me is that it looks exactly like any map of any great American city. Moreover, as I thought about this it seemed to me that human conduct within this up-tight boxed in system pretty much conformed to the safety on the street conduct of the city. As long as you stay in the up and down motion within the safe precincts of the expertise in which you are making your claims, and as long as you respect the horizontal controls impositions put on being in that vertical shaft you can get by; that is, you can enter here and four years or 120 credits later come out here equipped to pick up the next 36 credits and the next group of union cards, whatever they may be. And in some cases even with this, you are equipped to enter the lower rungs of the technological market.

The trouble comes when you try to move out of this vertical shaft. The trouble comes at "the street corners;" that's where people get bloodied and run over. The trouble comes when the biochemist comes along and says we need a whole new vertical shaft to take care of us. Then somebody has to give up something because the square is only so big. The trouble comes when the faculty gets on its high horse and says we won't abdicate those 12 credits for ROTC. We need the 12 credits. The well-educated man, without our adding those credits, couldn't survive. Or when historians suddenly find that black history is a "new thing" and they are not going to be happy with eight anymore. They need ten. Where are they going to get them? Not from the physicists. Well it is at these three corners where people can really get bloodied.

There is one big difference between this and the map of a real city: This has walls around it. And the essence of the city mentality is that there is complete mobility and freedom of choice, complete opportunity for movement across the grid without having to ask someone to open the gate. This really is like a very special piece of the city. It's like the involuntary ghetto. And in a sense, I maintain the black ghetto in our great cities and the academic ghetto in our great cities have a common destiny and confront a common problem.

To protect itself throughout this development the university as an institution put ultimate value on the meaning of the wall. The wall finally was meant to separate the processes of thinking from the necessity of acting. Neutrality, sanctuary, academic objectivity and finally that political concept academic freedom were related to relieving the scholar of the responsibility for action. This up-tight grid system is meant to control carefully the processes - alledged processes for alledged learning - at the expense of isolating those responsible for these processes from the necessity of acting. Once you break this wall down, once you remove the gates, once you start talking about a blend of learning processes with the realities of urban life, action and thought become intermeshed and interwoven and a whole new series of consequences follows.

There is one area, and these are my last two points, there is one area of higher education which the Carnegie study on the education of educators which is to be released within the next 60 days, will highlight, which bears on this point. Charles E. Silverman, who conducted that great study, will point out that one of the few areas of interesting action in American higher education today is medical education. He points out that he thinks that there are two reasons for this. The first is that the state of medical knowledge, as a consequence of technology, has moved the expert practitioner in those clusters of medical fields into realms of ethics and morals which they cannot escape, and which they are beginning to realize they cannot handle on the basis of their professed expertise. They are having to look elsewhere for collaboration and help. Out of necessity, not because some dean likes the divisional organization better than the departmental one, not because some president gives some beautiful speech about the platitude of inter-disciplinary programs, but out of the necessity to the state of the knowledge - that is point one.

The second more compelling reason for the new relation between thought and action in medical education is that what each of the old institutions in that field did, they no longer can do alone. No practicing hospital of any merit today fails to establish its own research laboratory. No medical or nursing collegiate program of merit these days fails to have access to real operating in and out clinics and practicing hospitals. No practicing doctor can long remain aloof from continuing education in his field and from access to research facilities. Consequently, the old discreet specialized functions of college, hospital, clinic, have evaporated.

When I was in one of the greatest medical centers south of the Mason-Dixon line on the opening day of the current semester, the Virginia Medical Center in Richmond, I saw that among the IBM cards issued to the students the first day of their first freshman semester - when they found out what their classes were - was a card telling them who their first patient was and where they would meet that patient on the second freshman day of their academic careers.

Now, I think the thought-action problem is what students I talk with, black and white, mean by relevance. These walls are going to be assulted more, rather than less, and they should be. And if you are presiding over the core, the heart, the center of the learning enterprise, the square right in the middle, the library, and if all of your emphasis on the main floor is on the bars and the careful regulation of what goes out; if the museum and storehouse functions of what you are doing have come to dominate and be the main basis for your pretige and status over the supermarket functions of the operation; if the way you have built them and if the way you have regulated getting access and recall within them perpetuate the line between thinking and action, if your concept of it emphasizes apartheid within it even in terms of this grid, than you deserve the kind of disruption that you are beginning to get and, I predict, you are going to get more rather than less of it.

The problem is to relate action opportunities to thinking processes because of the imperative new quality of what we know and what must be done to know more. That is the problem and that problem I think in your case has the most profound internal programming problems and consequences, the most profound consequences about what technology you decide to use and how you use it, and finally goes ot your very physical presence, the way you build, the way you enclose the space, the way you represent the enclosure to the clientele you are meant to serve.

Finally, a very distinguished man of American letters, recently was asked whether or not he thought man should go to the moon. He responded, "but of course, we were put on earth for some purpose." Well, my version of this story is that with our present capacity to know how to produce the goods of knowledge, we are in a satellite aimed for Mars. What the students are saying is when you get there you'd better push the right button, set off the right rocket that will make the thing orbit the planet, and return to earth. Because if you don't, you'll just keep going into outer space. The

Afro-American leadership on my campus suspects that the whole thing I represent is going off into outer space. They are pleading for a return to earth. The unique problem is not the new student, every student is new. The problem is you, not them.

Ann Randall:

Dr. Birenbaum, I want to thank you for your extremely stimulating and enlightening talk. Unfortunately I am prescribed by one of those boxes you described in terms of time. I know that there are questions out in the audience, perhaps we will have to limit them to two. If there is something that you desparately want to say, please wave wildly.

Question.

(Question from Rose Sellers could not be heard clearly on the tape. It referred to Dr. Birenbaum's article on planning a new type urban college in the New York Times and the sense of the question was, did Birenbaum think any attributes of the national institutions of higher education worth saving).

Answer.

That which deserves to be kept obviously will be kept. That raises some very serious questions about what deserves to be kept and, I'm not copping out by saying this, but the report is there in detail, many pages with maps and photographs and the details of some of those things which seem important to keep is there. It is certainly extremely important to keep, central to the whole enterprise, the acquisition of those basic skills upon which, universally, expertise in this technological society depends. You are left with some very serious questions about what we call the deficiency courses. The remedial courses are the best devices for conveying those skills and I am personally left with a very serious philosophical problem as to the use of the label "remedial" or "deficiency", but there are a whole series of things that have to be kept, but possibly not on the terms that some like you may like, I don't know.

Question.

(Question from Bennett Abramowitz could not be heard clearly on the tape. It referred to the choices open to a library;

to function as a museum or supermarket).

Answer.

Well, I did not put that choice quite that boldly, as museum or supermarket. I put it in terms of which of the functions, and there are a couple of others, you choose to emphasize. I implied, I guess I more than implied, I would say, the emphasis has been more on the curator and museum function at the expense of others. But the goods for such a place are the things which a library is supposed to collect that reflect knowledge. These things are now not only books; conveyors of knowledge are people talking with one another and seeing things together. It is not only printed things on paper or parchment, but tapes, films, and the kinds of devices through which these things are made available, and rooms for people to converse about things which are learned, which they are concerned about - all provided on terms where the name of the game is to take it, to take it, not to not take it, to take it and to take it as free of conditions as is possible. In the case of the library designed for the Bedford-Stuyvesant proposal, the architects and the educational planners were in very close touch with the New York publisher's association about technical problems pursuant to the provision of the material unconditionally and in quantity. Incidentally in this city, I know, they are eager to cooperate in adjusting what they now put behind paper covers as opposed to hard covers, in order to experiment in this direction. But the problem is to get the stuff out, to put these possessions of value in the hands of those who want access to them, in the hope that they may use them. And I'll tell you, a place in Bedford-Stuyvesant whose door is open with things for the mind and the eye and the ear without charge, and unconditionally, will be taken, and not taken under those conditions where you have to break a window in order to take them.

Introduction of Dr. Richard Trent: Ann Randall

We are fortunate to have with us another educator from one of the City University campuses. Dr. Richard Trent is director of the Educational Opportunity Program at Brooklyn College and Associate Professor of Education. Briefly, the Educational Opportunity Program provides the basis for recruiting, processing, and guiding into matriculant status 200 black and Puerto Rican students from poverty areas each year. These students are selected upon discretionary admissions criteria. This means that special weight is given to things like high school recommendations and personal characteristics of the student determined through interview.

Before joining the teaching staff at Brooklyn College, Dr. Trent was principal research officer in psychology at the National Institute of Health and Medical research in Ghana. He has held research and teaching positions in the School of Medicine at the University of Puerto Rico and also the Puerto Rico Institute of Psychiatry. His broad experience includes research appointments at the City College Department of Education and at the New York Training School for Boys at Warwick. He has contributed widely to scholarly and scientific journals both in this country and abroad. As a specialist in educational and social psychology and a man who is in daily contact with large numbers of students, we shall have much to learn from him. I take pleasure in presenting to you Dr. Richard Trent.

The Student: Programs and Problems: Dr. Richard Trent

Madam speaker, Thank you very much. Honored guests, ladies and gentlemen, colleagues. Now unfortunately the Educational Opportunity Program of Brooklyn College has received almost no publicity at all. I say unfortunately because up to now everything has gone along quite well and everything has been quiet. So I am wondering just what we haven't done if you know what I mean.

Now just a bit about the background of the program. In 1966 the President of Brooklyn College appointed a special presidential committee to study educational opportunities. Specifically I think what he had in mind was this. If you look closely at the CLAS, the College of Liberal Arts and Sciences, student population of this college since the end of the G.I. Bill days, roughly 1952-53, you'll see that our population here, our student population, is drawn primarily from one group and primarily from the middle and upper-middle classes. You will also, I am sure notice that our kids who are admitted here have quite high backgrounds in terms of the kind of tests we use - more about that in a minute. Now in the middle 60's a number of community organizations, specifically in Bedford-Stuyvesant, began to apply rather subtle pressure at that time, no longer subtle from where I see them, asking questions such as this: "Why is it that Brooklyn College, a public institution supported in part by City funds and in part by State funds has never had more than 2-1/2 percent black or Puerto Rican students in CLAS?" This is a very interesting question with, and I am sure you see it, many interesting political overtones.

In 1966 therefore, this presidential committee was appointed. The first thing they did was to look very closely at the admission policies here. We, like the other divisions of the City University, select our students on a basis of compositive score. Compositive score consists of two items: The high school average combined with the scores for the verbal and math sections of the SAT tests. The SAT is the Scholastic Apptitude Test given by Princeton University. Now in general the way we select depends on basically two items. One the SAT and high school averages of the students who apply for admission which means obviously the very best students apply; they have their high scores. And two, on the basis, this is very important, of the number of vacancies we have. For example: In 1944-1945 this college regularly took in students who had high school averages of about 75. This was the lower cut off point. In 1958 when we had few vacancies and students with very high averages applied, our cut off point was on the order of 90. Last year for example we took students with a cut off point with high school averages of 86; a compositive score of approximately 171.

Now the committee asked the question, what is the philosophical and social meaning of the compositive index. Or to put it another way, do all students have an opportunity to score very high either on the SAT on one hand, or to receive very high averages in high school on the other. This is a basic question that gets right to the root of our Public Education System in New York. We are not special in this regards. I think the same comment can be made about public education throughout the country. Does every child who attends the public schools of the city have an equal opportunity of securing the kinds of high scores they need for admission? This is the question. Does for example, the boy who through an accident at birth happens to be born the son of a very poor Puerto Rican father who by an accident of birth has remained poor, remained without much opportunity. Does he in fact have the opportunity to achieve a high-high school average and relatively high score on the SAT tests, as a child for example who happens to be born the son of an upper-middle class engineer who lives six blocks from this College. Now these are the kinds of issues that the Committee raised.

After approximately two years discussion the Committee decided to report rather quickly to our governing body here at the college. Our governing body in of course the Faculty Council of Brooklyn College. In one sense I think it is fair to say they were rather proded into making a quick report. And that a number of student groups, relatively small but very vocal, began to pressure the committee and the Faculty Council to change our admission policies. In the spring of 1968, the committee therefore, met in a rather emotional session at our Faculty Council. The committee suggested that the college among other things establish a special program here called "Educational Opportunity" that would admit under discretionary criteria, 200 students from poverty areas. Not 200 black students, not 200 Puerto Rican students, but 200 students from poverty areas.

In addition, the committee suggested the specific criteria for admission. First they said, that the students selected must live in a federally or state defined or designated poverty area. Secondly, that each student admitted must meet the high school subject requirements of Brooklyn College. I am sure you know that the senior divisions normally require 15 units of high school work. This 15 unit minimum being divided in this way: four years of English, three years of a modern language, three years of math including trig, one year of science and one year of American history plus four years eight electives. Now when I say a minimum of fifteen units this is a conditional admission. It means in fact that the student lacks two years of two unites; these by our regulations he must make up in the period of his first year in college. Now what this meant practically speaking was that every student we took in, in fact had to have the proper academic background. In other words, our program was not like some of the other programs, such as the SEEK program, where it was possible to admit students with much more flexible scholastic training in high school. Thirdly, in regard to the scholastic requirements, the committee suggested that each student possess one of the following: He must have a 75 average or above; this meant graduation in the top 25 percent, an SAT verbal score of at least 450. 450 happens to be the national median scores. So you can see therefore that the committee was, in fact, suggesting that we take in the students under discretionary criteria, but students who had relatively high qualifications and who I think would probably be admitted without many questions, by perhaps half of the colleges in the country if they could afford it, and of course they couldn't.

Now one more thing about admissions that should be said. Most colleges in the United States and elsewhere use admission criteria not to select students but to reject students. Now that is particularly true in our country, since we have so many more applicants than we have spaces.

Now this recommendation of the President's Committee was approved by the Faculty Council of our college and by our bosses, the Board of Higher Education of the City of New York. Unfortunately we were not able to begin here until the middle of June.

Now we had set the general planning up so that the students coming, once they were recruited, they would receive a basic skills experience during the summer before admission as freshman to the regular undergraduate class as fully matriculated students in the fall. The basic skills workshop incidentally we planned to emphasize mainly writing skills, plus use of the library; very important for the kids to know. We did our basic recruiting job in the period of approximately four weeks. During that time, and this was in the summer, in June. As I said we started, I'll say this very quickly, I'm not sure you see the implications but you realize the public high schools close the end of June. For all practical purposes after about June 20 or June 22nd you really can't do very much in the public high schools. The people have their minds on the summer. At any rate what we did was to decide not to recruit through the high schools so much as through the lists of rejects to the City University as well as through a number of social organizations in the community that had educational units, for example the coordinating council at Bedford-Stuyvesant. For instance the Brownsville community councils education unit. Now by roughly the middle of July as we had recruited 210 students which we kept here for one month in basic skills. Between the end of the basic skills work-shop and the beginning of the fall term in the middle of September we lost a number of these students. We only enrolled in fact 181 persons.

The students we lost were in fact recruited by other colleges, particularly by NYU, Ohio State and Boston University. I say this with a smile, in fact I was rather delighted in one way that they left us, in one way, in that these colleges were providing the students with a much more viable economic base that we could afford.

First about our economic base and then very quickly the experience of the students roughly during the first term, and then the main point which I would like to make on the problems that the students experience. Now on the summer and the economic program. We realized of course, that our students would have serious problems in the economic area. What we thought was we would try a number of different approaches to meet some of their economic needs. We were hoping of course, that some foundations would assist us. They did not assist actually. Their argument being, probably this is legitimate, that the program was not original enough, not gimicky enough I suspect, and didn't have in their language the kind of innovations necessary. I felt rather sad about this, since had we not had a program like this most of the kids who are presently here in the freshman class would not have been in college at all. Economically we had hoped to use a combination of state loans under the Higher Education Act so during the summer we worked out an agreement with a local bank that handled it for us plus emergency funds which were available to the Dean of Students Office and in addition work study funds. These latter are, as I think you should know federal funds which are used for jobs on Campus. Unfortunately they only pay $1.50 an hour and I'll talk about that a bit later.

Now after summer, as I said, between the end of the summer and the beginning of the fall term we lost a number of students who went to other places. When the fall session began we enrolled 183 students. We put these students directly into the College of Liberal Arts and Sciences. The only limitation we made, there were two limitations we made for them, roughly to ease the way for them: One was we felt that in the first term, we should limit each student to 12 credits rather than the usual 15 to 16. Secondly, we decided that because of the pressures of grades for the first term, we permitted the students to take any course or all courses in the freshman term, the first term, on a pass-fail basis, rather than the usual A,B,C,D. After approximately a month and a half a number of the students came to me very angry and said, now look, we are doing extremely well in our freshman courses and we would like grades. Rather than pass-fail. So of course I felt very proud of this, delighted that they felt this way. My only concern was the accuracy of their predictions in regards to the grades. This like most parents are concerned about. The faculty, when I reported this, the Committee, which are the overseers of the program suggested that we change the ruling to permit those students who wanted grades even in their first term to have grades. So that change was made.

In regard to the economic situation, we very quickly ran into the problem, in a way I suppose we should have anticipated this, that a number of the parents would not sign for the state loans. This is a federal program, federal funds as well as state funds in which a student is permitted in his first year to borrow up to about 1,000 dollars and it escalates to 1,200, 1,500 and so forth. He has ten years after he graduates to return the funds. If in fact he takes his degree in teaching and goes into that field, he only has to pay back half the amount he borrowed. The problem was that a number of the parents said, I will not sign for this fantastic amount of $1,000 and they simply refused to do it. The other problem that we ran into was, that as we approached the foundations which we had optomistically hoped would help us, they, as I said they, decided not to. The point was that they didn't feel that there were enough innovations in it.

Some of their arguments were very interesting. They told me specifically "had you selected students in the program who did not have these high qualifications, we would help you. But these students were not students that had a great academic risk".

Now this may sound like a contradiction in terms. I see some of you smiling and I smile about this myself. The smiling is this. There are a number of the persons on this campus and other campuses and here in the realm of politices who feel that selection criteria are in a sense like a dichotomous variable. That is either you have these abilities, and you are admitted, or you don't have these abilities. Hense the logic runs, if Brooklyn College had enough space so as in the case of last year, we have 2400 spaces we can take students with compositive score of 171, then students who have compositive scores of 171 are kids who can make it. Therefore a child, for example, who has the compositive score of 159, he is not our material and in fact if we take him, if we would admit him in our gate we are in grave danger of being seduced, and our standards would be lowered etc., etc.

The problem is, again, how reliable are those two criteria. This is the problem. And it is simply not a problem with the City University only. This is a problem of many colleges in this country.

Now, skipping very quickly. At the end of the first term we did a rather thorough survey. And I deliberately did it at a time when I thought that many of the problems would in fact be close to the surface. That was the day after all of the freshman final exams. So we had the kids come out and sit down and went over all of these materials very thoroughly. The questions that they were asked, the whole series individually as well as in groups, "Now that you've completed your first year at the College, what, in your opinion, do you see as the most serious problems you were confronted with?" Secondly, "how do you think the College can help you resolve these problems", and furthermore - the one that interested me mostly - "what do you think of this program, how can it be improved?" The kids as usual were very frank, very honest, very direct in answering these questions.

The problems which emerged in fact were very limited in number. Basically they were three: Financial and economic concerns, and I completely agree with the kids in this regards. If a child had to work, on campus or off, for more than 10 hours a week it was almost impossible for him to do well in his studies because he didn't have time to study. On the otherhand, if he could find a job where the pay was higher and he could work a reasonable number of hours, say 12 or less, then there might have been a problem in that much of the money he earned was not for him but was for his family. You see, when you recruit students from poverty areas you are recruiting students who have problems, but students who also have family problems which are much more serious than for the other students we have here. The second one which emerged was the general adjustment to college life. By that I mean, and I think Pres. Birenbaum said in the last ten minutes of his presentation what I was planning to say, the kids, from the very beginning from their very admission here found all kinds of things that were done here that to them made no sense at all, made no sense whatsoever. And it was very difficult for me to defend or to rationalize them. They raised all kinds of things. For instance, why are there certain courses that are pre-requisites to other courses. Question, why do we have to take certain courses in sequence, can't we change the sequence. Another question, why do we have to take 56 to 78 credits in required courses, in prerequisite courses, in order to receive the degree. Who says that there are prerequisites, why does this prerequisite, for example, include calculus. What use will calculus ever be to me if I live in the middle of the next century. Why, for example, does this include so many credits in a modern language when in the area I live the only languages I ever hear are Spanish or English. These are the kinds of basic issue that were raised. What I am suggesting is this, that these students had all the basic problems of an entering freshman at Brooklyn College and other colleges like it, plus other problems by virtue of their backgrounds, by virtue of the inadequate educational backgrounds that they had been given by the public schools of the City of New York and the rest.

This question of the general adjustment goes a bit further than that, and this is related to the third point that many of the students in a sense were in conflict. On one hand they were extremely grateful to the college and to the deans and to me for admitting them here under special criteria. Many said "I had no plans whatsoever, until I received your letter, for going to college. It is one of the most marvelous things that has ever happened to me." On the other hand the kids said, "I don't very much like being an E.O.P. student. I don't like being considered by all the people on the campus either an E.O.P. student or a SEEK student. There is that special identification which has existed, in part I suppose by virtue of the way we organized, and in part naturally from the political situation in such senior colleges like Brooklyn.

Now, just a few points and I'll stop. As you may know, colleges like Brooklyn, in our first year, we normally have a dropout rate of in the freshman class of about 20 to 23 percent. This is quite low compared to other universities. For example, the University of Wisconsin - I'm from the Midwest myself - has a usual dropout rate in the freshman class of 30 percent. At the University of Michigan its at about the rate of 28 percent. The first year is the most difficult year. Many leave because they just tire of the situation and wish to seek something else, many leave because they are not sure they want to remain in college, many transfer to other colleges. Now, the dropout rate for the first term in our E.O.P. program was in fact 3 percent. At this point we have in our program about 12 percent who are in trouble academically. So it looks like, if things continue, we will have a total dropout rate of only 15 percent. At this point I think I'll stop. Thank you.

Ann Randall.

Dr. Trent I would like to thank you very much for that presentation.

AFTERNOON SESSION

2 p.m. - 4 p.m.

Presiding - Ann Randall

We have with us four very distinguished speakers this afternoon. This morning we heard about the relationship between the university and the community. And we heard about the attitudes and problems and special programs that are currently being attempted, in order to somewhat improve the situation as it exists. All of the people this afternoon are very much involved in this whole educational area, and will speak to you in terms of what we as librarians and educators in the colleges might specifically do.

On the end of the table we have Mr. David Remington, who is currently director of professional services at Bro-Dart, Inc. He comes with a strong background in library technical services and knowledge of the book publishing and processing industries. The kind of services provided in libraries is very much dependent upon the type of materials and equipment available commercially. Mr. Remington can speak to us about this. Some interesting notes about his background include the fact that he is a lecturer at the Williamsport Area Community College in the library associate program. Prior to joining Bro-Dart, Inc. he was assistant catalog librarian at the Alanar Book Processing Center. Before that he was head of technical services at Summit, New Jersey, Public Library. Mr. Remington is active in professional organizations and a member of several committees in the Resources and Technical Services Division of the American Library Association.

Next to Mr. Remington we have seated Dr. Dorothy Knoll who is currently director of the Urban Community College project founded by the Ford Foundation and supported by the American Association of Junior Colleges. This project is a study of urban youth in four metropolitan areas who are not attending college. Many of you may know that Dr. Knoll did a similar urban college study for the State University of New York. As a result of her study, published in 1966, the governing boards of the State University and City University affirmed the goal of universal opportunity for post-secondary education and the importance of the community college in achieving this. A prime recommendation of the study was that new educational services be extended to citizens of New York State through off-campus centers. Dr. Knoll has held research appointments with many universities and she holds active membership in research organizations such as the American Psychological Association, the American Education Research Association and the Association for Institutional Research.

Next to Dr. Knoll is Miss Mordine Mallory, as librarian for the SEEK program at Queens College. Miss Mallory will have significant observations to make about teaching her students to use the library effectively. She has a rich background in library reader services. She has been senior librarian in charge of Young Adult services at Orange Public Library in New Jersey. Prior to assuming that position she has been head of reference service of that library for five years. An active participant in community and professional organizations, Miss Mallory is a member of the Board of Trustees at the Summit, New Jersey YWCA and chairman of the Adult Education Committee. She has been president of the reference section of the New Jersey Library Association and is currently an active member of the Bibliography Committee. From that group the sub-committee on the Negro has recently published _New Jersey and the Negro: A Bibliography 1715 to 1966_.

Our remaining panel member, Mr. John Franz is a name familiar to many of us. As director of the Brooklyn Public Library and since one of the things that concerns us today is college-community relations, the role played by the public library system in large metropolitan areas is very significant to all of us. In an article published in _Library Journal_ last May, Mr. Franz spoke about the need to convert libraries into different more responsive institutions. He proposed selective decentralization of library policies to accommodate differences between specific neighborhoods. Mr. Franz has an impressive record of accomplishment in the library profession. He was chief of the Library Services and Construction Act Section of the U.S. Office of Education from 1965 through May 1967 when he accepted the appointment as director of Brooklyn Public Library.

Our panel moderator this afternoon is Mr. George Hathaway. A librarian in the Social Sciences and Education division at Brooklyn College, Mr. Hathaway is an active member in the Library Association of the City University of New York and he is currently associated with the new American Library Association Social Responsibilities Round Table. We look forward to a very enlightening panel discussion. Thank you.

The New College Student and the Library: A Panel

George Hathaway

There you are and here I am, and I sort of feel like an anti-climax after luncheon speaker, and we are about an hour and forty-five minutes off schedule, but if we sort of regard today as a learning experience, by this we can afford to be flexible, as most learning experiences should be. I think Alex Haley in his luncheon speech, it was a small statement, but when he was talking about the weather chart and the meterological people who were looking at it, he said, "they looked at it and then their profession went to work". I think that is one of the things we are really aiming at today. Our bag this afternoon covers a lot of angles in our public, community, urban college, libraries, librarians, acquisitions publishing. Our first speeker will be John Franz who is representing our public libraries.

John Franz

Thank you George. Dave Remington, who is the clean up hitter on the panel is worried there, that I am going to talk too long. I didn't realize that we were an hour and forty-five minutes late, but since I planned only to talk initially for ten I can only save you so much time by cutting it in half. I will do the best I can.

I commend LACUNY on its ecumenical spirit and dragging in a public librarian as a lead off man on this panel. I also commend the City University libraries for several efforts toward opening up resources which they share jointly, on behalf of users whereever they are and whatever their interest. I submit, however, that its too little, and, I hope for our mutual sakes, that its also not too late.

I don't have any particular message this afternoon. I don't have a prepared statement. I have an observation on the changing nature of the educational experience, which I think has implications for libraries, public as well as academic. It seems to me that the formal educational structure, already carrying a tremendous burden, is becoming a more self-directed on the part of students and it is being directed toward goals more nearly defined by the individual than by the institution. I think these trends are the result of listening carefully to some of the young dissidents who are trying desperately to tell us that they as human beings will no longer be manipulated by institutions which set up criteria and standards which are essentially self-serving. Most of the standard for library services tell us what is good for libraries. They don't dwell on what the needs of the people are, except rather indirectly.

The other trend that I think is significant, I'm delighted that it is represented on this panel, is the dispersal within the community of the educational experience itself. At the Bedford branch for example, as in Brooklyn Public Library, we have on the second floor four educational programs offered by the Bedford-Stuyvesant Youth in Action, which is an anti-poverty corporation. These educational programs are remedial reading and arithmetic homework tutoring, guidance and referral for un-wed mothers, and consumer education. Each of these you can see immediately has direct implications for library materials, library services and I predict a very useful symbiotic relationship will take place in this particular example and I hope it will proliferate.

I think quite beyond the dispersal of the educational experience at all levels, and I think beyond the redesigning of traditional and formal curriculum we are also seeing a more nearly continuous educational experience, throughout the life of the individual. These are only beginning responses, as I indicated earlier and I am not sure that we are moving nearly fast enough. And I am not at all sure that we are not moving in the wrong direction in many areas.

I think we are seeing a generation emerge which is not going to rubber stamp the values and goals of the institution of the establishment. I think they are not going to be beguiled by narrow interests of nations nor will they tolerate the continuing pollution of the planet on which we happen to live. I think each of these changes is a very healthy one in the long run. I think they will have some many short-term discomforts for people like you and me who are indebted to the establishment.

There are some indications of these changes as they infringe on the public library and I think they may say something to those of you who are in the academic library setting. There has been over the past few years an increase by and in the present time a quite different pattern of use. When you consider the central Ingersoll Building of the Brooklyn Public Library and it's branch system, the Ingersoll Library is much more indistinguishable from an academic library at the secondary and under-graduate level then it has ever been. And branches are no longer miniature central libraries. They are serving a different kind of function. They are putting in people's way relevant materials on casual interest, relatively motavational level and yet of direct use to the individuals who are able to find them. On the other hand the central libraries become more nearly a research and reference collection for those who have fairly high motivation and with very specific demands on the kinds of material which we provide there, I think comparable, in many ways, to the use made of an academic library.

I think the movements that we are beginning to make with METRO, some of the potential of Title III of the Library Services Act, the networks for knowledge title under Higher Education Act; These efforts toward access to information are aimed at the user of information who has some degree of motivation and who is himself moving toward an educational goal.

I think that these trends and the changing nature of youth have direct implications for library organization and outreach into the total community. I think they speak to us about recruitment. The kinds of people we recruit, the tasks we assign to them, the kinds of training they get. Certainly the selection as identification of fugitive materials and working with publishers to generate new types of materials.

I think that the distinction by type of library in which again the institution used to classify the user whether his point of call was an academic library, a school library, etc., are to a very healthy degree beginning to disappear and I think we are beginning to see a delineation of library use by function rather than by its organizational placement whether as an agency of government or a quasi-agency of government as in my case, or a component of an institution as in your case. And I think that the clue toward effective networks and the effective handling and availability and transmission of information lies in this direction of function.

On the other hand, I think making books and other library materials available to non-users is a growing function of distribution as exemplified by the small highly selective branch collection, the sidewalk book vans, the book mobiles, the deposit collections in various anti-poverty agencies and groups and their educational experiences, etc.

What we have, it seems to me, is a tremendous opportunity not only to respond to demands that we are beginning to feel, you as well as me, but also to help those who have a vision of what the United States and the world can have. To help them reach that vision I think the libraries have been far too quiessent and to some extent underestimated in the role that they can play not only in lending continuity to life in the city or neighborhood but also in encouraging rational discourse and productive change rather than revolution. And also they can do much more overtly than they have up to now to help change values that we know are selfish or obsolete or both and help us altogether to move toward a better future.

George Hathaway

Thank you John. I think this is the point that has brought up, that we do need to start listening. There are demands, there are voices. As academic librarians there are voices in other parts of the profession, in the public libraries and in the school libraries people who do have something to tell us. I have noticed this in working with small library groups, special librarians have something to tell us, public librarians do and vice versa. This is a very important kind of dialogue and we need to develop it. The other demands are coming from individuals outside our profession - especially students - which leads us to our next panelist, Mordine Mallory, who is the SEEK librarian at Queens College.

The New College Student and the Library: The SEEK Program at Queens College: Mordine Mallory

The purpose of my discussion is to tell you about the SEEK Program at Queens College and the unique role the library program plays in enabling our students to have a successful academic experience. It has not been just the students who have been enriched; they have taught us ways in which to make the library a more true servant of the student.

I began working in the Program in September of 1967. There are two SEEK librarians, one full-time and the other part-time. We didn't have a formal library program set up during that fall semester but all students were required to take a tour of the Paul Klapper Library. The students were also sent to the library by their teachers and we librarians helped them locate the resource material needed to write their term papers. This gave us a chance to observe the students to discover their needs and their difficulty in using the library. We found that a majority of the students were having difficulty using the card catalog and periodical indexes. Even if they were able to locate their subjects in the card catalog, many students didn't know how to choose the books most suitable for their particular needs; they also had the same difficulty using periodical indexes. The students needed to be taught how to use a book effectively, how to find ideas about which to write term papers, how to narrow their term paper topics down to a workable theme, and how to evaluate the quality of the contents of books and periodicals. Like most students they were just content with finding something on a subject. Since becoming a librarian one of my major concerns has been teaching library skills to patrons. I became convinced by my own experience with library lessons throughout my schooling and by my work in the public library with students on the elementary and secondary level, that a good technique in teaching the use of the library and its resources involves cooperation between teachers and librarians, integration of course work with library lessons, learning by doing and working with students on individual projects. In searching the library literature for a suitable library program for college level students, I kept running across articles on the Monteith College Library approach to teaching library lessons.

A library committee was formed in January of 1968 and included the director of the Queens SEEK Program, the assistand director in charge of curriculum planning, one instructor from both the English and social science departments, and the two librarians. The SEEK library committee decided to adapt, in rather broad terms, some of the techniques used by Monteith College (part of Wayne State University, Detroit) as reported in THE MONTEITH COLLEGE LIBRARY EXPERIMENT by Patricia B. Knapp. We decided to teach the students different ways of locating information and how to use it once found. We borrowed such assignment ideas from the Monteith experiment as teaching the use of external characteristics of books and periodicals to enable students to make a quick preliminary judgement of their usefulness and the use of subject bibliographies and guides and how to find information on abstract ideas.

The SEEK library program is one of visits and assignments designed for all SEEK students, and is arranged by library skills, each taught in the context of a writing assignment. The program is planned to give each student practical knowledge of library tools needed to do his research work all through school.

Some visits are intended strictly for new students, some for English I students and some for students taking Contemporary

Civilization. Instructors must determine how knowledgeable their students are before deciding where to begin in the program of visits.

In the SEEK Program formal library insturction is given through the English and the Contemporary Civilization classes. Instructors are requested to meet with a librarian to discuss the class visits and assigned projects, and to set up dates. It is essential that we know the teachers' plans before all assignments to facilitate preliminary searching and lesson planning.

Library visits are scattered throughout the term after a careful schedule has been worked out with the librarian. These visits (three for the non-credit English classes, three to six for English I) are required and teachers are expected to incorporate them into their planning each term.

A couple of notes not stressed so far...the students work in sequential order on papers of shorter to longer length or one major term paper...the topics of their papers should always be decided before the students begin work with the librarian...and finally, several assignments begin during the class visits, but are completed on the students' own time. Students are expected to consult with the librarians regularly during the writing of their papers. Since their bibliographies must consist of the best existing sources for each topic, some teachers ask their students to give their finished bibliographies to a SEEK librarian for checking before handing them in to the instructor.

The following is a skeletal presentation of the library program schedule based upon the curriculum:

I. All Students enrolled in the non-credit English course are

  A. Required to take a tour of the Paul Klapper Library
  B. Taught to use the card catalog
  C. Taught to find and evaluate periodical materials
  D. Required to use reference tools such as Roget's Thesaurrus, Benet's Readers Encyclopedia, Bartlett's Familiar Quotations, Granger's Index to Poetry, and dictionaries (of etymology, idioms and usage, unabridged, slang, synonyms and antonyms, etc.), and other tools needed for written reports.

II. All English I students work with

   A. Evaluation of books and periodicals
   B. Finding literary criticism
   C. Use of subject bibliographies and guides such as Bibliographic Index, Essay and General Literature and MLA International Bibliography.

III. English II: A reinforcing of library skills (when needed) by individual appointments and/or workshops.

IV. Contemporary Civilization students will learn how to locate information on abstract ideas. One or two visits and/or workshops are required. English classes only cover all material included in the plan except learning how to find abstract information. This is done to avoid duplication of library lessons. New English I students are required to master all the library techniques in section I and II of the program.

We work regularly with individual students who wish to ascertain information about subjects with which they are not familiar nor have they received from their teacher as complete an explanation of the terms that they need to write a required paper. For example, one student was required to write a five page paper on "Imagery of the Theme of Death and Disease in Hamlet." We began by asking the student to read a definition of imagery from an unabridged dictionary and then gave her The Reader's Encyclopedia of Shakespeare which contained more than a five page article plus a critical bibliography on imagery in Shakespeare's works. This student was taking an advanced English course so if we don't get the chance to teach students how to make good use of the library in their first or second semester we often get another chance to do so or to reinforce what has already been taught. Questions of this sort come up again and again.

Even though remedial resources are not needed to help with this problem, good books, published for the laymen are needed to help students overcome a lack of knowledge or to explain a complicated subject more simply.

Most teachers allow their students to feel free to suggest additions or deletions of titles from the required reading lists for their curriculums. Alan Milchman planned his Contemporary Civilization, before the semester began. After a week or two at the beginning of the semester he nor his students found the resources as useful as they could have been. Instructor Milchman, his teaching assistant, and a group of students came to the library, after alerting me about their problems, to check on the availability of books for the course-those books which are owned by Paul Klapper Library as well as those which we do not own. They have found that even if resources are available they are often too scholarly, in a foreign language or unavailable in a convenient adition. This group will continue searching until they've come up with the best resources. Other teachers and students are working on similar projects in various subject areas.

In the SEEK Program at Queens, we feel that the mastery of skills comes from intelectual challenge; therefore, we believe in overextending the students. We attempt to deal with their problems simultaneously by working with skill development within each classroom where the student is expected to grapple with relatively complicated concepts in literature and social science.

For example, Miss Joan Nestle, English I instructor, chose existentialism as the beginning theme of her course and has the students read such works as The Stranger by Camus, Dostoyevsky's Notes from Underground and Metamorphosis by Franz Kafka.

In English I, students are required to make an in depth literary analysis of a work of literature and write a term paper concerning it. Term paper topics range from elements of existentialism in Dostoevsky to the use of symbols in Herman Hesse's SIDDHARTHA, and character portrayal in Chester Himes' IF HE HOLLERS. Instructors usually give the students suggested lists of term paper topics. However each student may pursue an examination of a work not on the list. Also, the student can apply any work read in his Contemporary Civilization class to his analysis of a literary work. For example he may use BLACK RAGE by Grier and Cobbs in a discussion of LeRoi Jones' works. If a student finds himself unable to decide on a subject, he is encouraged to come to the library to seek aid in choosing his topic.

Library lessons may be arranged by appointment for individuals as well groups. The technique used may be a formal class setting or a workshop situation.

We have not kept a record of the number of individual students nor the number of questions we've answered. Since we're concerned with teaching the students research techniques and helping them to locate the necessary information needed for writing their research papers we're more interested in whether each teacher brings his students to the library for at least the required number of visits.

There are 580 full-time students in the SEEK Program at Queens College this semester. Four hundred and eighty four of these students are enrolled in one or more SEEK courses. Out of 14 teachers of the basis English courses we've met regularly with at least 12 of those teachers and their students. On the whole I estimate that we have seen 85 percent of those students enrolled in SEEK courses in the library at one time or another during each semester.

Our students don't have the same attitude towards education as the regular college students do. They are concerned with expressing themselves instead of expressing what others have to say. As one of our more successful students said, "I don't want to become just a sponge."

Because the students are very independent and critical of the institutions they are surrounded by, they approach their search for resources with a prove it to me attitude. Therefore they set themselves to prove that learned journals and other authorities often miss some very obvious points. One student wrote a paper on SOUL ON ICE, examining the major reviews, discovering that judgements were being made about Cleaver's experiences and not his esthetic value. The student benefited from library work because he learned how to find literary criticism and his teacher helped him to discover that his won experiences can be translated into intellectually valid interpretation of literary works.

Along with our students' highly developed special interests there are also some real problems, due mostly to inadequate preparation. Many students need further work in academic reading and writing skills. Therefore, while there is one student who has read all of Dostoyevsky' works and has written a first semester term paper on CRIME AND PUNISHMENT another may feel the need to look up just about every other word in order to read a chapter in one of her texts.

We notice and take advantage of each student's strength; we work to it in every way possible. One English teacher discovered that one of her students has a tremendous knowledge of African literature even though he didn't know who Dostoevsky was. This student was encouraged to share his knowledge and to pursue with teachers and students learning as well as giving.

Although the SEEK Program is required to follow each department's syllabus for the credit courses it gives, teachers can add other materials to those prescribed, because there are extended instruction hours. Because the Queens College SEEK Program is composed of 87 percent Black, 10 percent Puerto Rican and 3 percent other, our students are interested in learning about the history and culture of Blacks and Puerto Ricans as well as other minority groups.

SEEK offers to its sutdents as well as to non-SEEK students such honors courses as "Image of the Black Man in America," and "Chattel Slavery." Honors courses are open to any SEEK student from his first semester on. In addition the majority of the other instructors try to make all the SEEK courses relevant to the student's desire to learn more about himself.

Indicative of this emphasis, students this term are researching such topics as "Pre-Civil War Black Nationalism," "Black Slave Owners," "Black Abolitionists," the "Pro-Slavery Role of Christianity," the "Psychology of Revolution (applying the ideas of Franz Fanon to Nat Turner's rebellion) and the "Role Of The Black Church In The History Of The Black Liberation Movement."

The students have shown me that one of the most important contributions the library can make is to have an in-depth collection of books and periodicals concerning Afro-Americans, Africans, West Indians, Puerto Ricans and other minority group culture and history. Libraries need to purchase not only items reviewed in major reviewing media, but those reviewed in Black and Puerto Rican journals as well. There is also a need to subscribe to more than the _Journal of Negro Education_ and _Phylon_ but to such journals as _Black Dialogue_, _Journal of Black Poetry_, _Soulbook_, _Negro Digest_, and _Freedomways_.

SEEK offers both psychological support and a chance for academic development. Our students come to us with a special set of circumstances. Teachers, admininstrators, counselors, librarians and tutors spend time helping students gain self-confidence. Along with their deficiency in basic skills some students are married and have family responsibilities; and a majority live a great distance from Queens College. Some travel as much as three hours or more a day. They are also in class approximately 16-20 hours per week; therefore, I see the role of the SEEK librarian not only as teaching the students how to use the library and its resources but also making research as painless as possible. We try not to let students go away without at least having a list of works that will help them with their research problems. This is one of the main reasons why we ask faculty members to alert us to possible topics so that we can be prepared to suggest exactly how and where a student can locate the information needed. We encourage students to leave us notes telling us what information they need and when they will be able to return to research their problems. We do this so that the student doesn't have to wait. We let the student know we're interested in helping him.

Our library program is thus flexable and as individually oriented as possible. We also make the students aware that they cannot rely on the college library, for all of the books and articles they will need. We try to equip each person with the necessary basic research skills needed to be able to use other resource centers in New York City.

The majority of the teachers are library oriented but we librarians have our problems too. Often students and their teachers have to be made aware of the importance and validity of having library lessons. We have to cultivate teachers as well as students. Often it is difficult to get students to understand that research is time consuming; and inevitably there is the student who thinks he already knows how to use the library. In SEEK, sometimes such students come in groups. However, the majority and even the complainers in the end are very happy to have library training and are eager to get on with it.

Working with our SEEK students is a rewarding, exciting and rich learning experience for us. If we're not familiar with the subject they're researching, we take the time to familiarize ourselves with it by doing some preliminary searching and reading. Often we learn from the students themselves whether it's from the student who has read all of Conrad's works or the student who knows the history of the African myths. Our students indeed come with educational potential which just needs development and enrichment and we're happy to be a part of his educational experiences.

The challenging way in which the SEEK students use the library highlights once again that all students need to be exposed to creative and independent research techniques. In this way, the library becomes the ally of the student's search for his intellectual identity, and not merely an institutional presence. For the SEEK student especially, it provides a powerful source for greater self knowledge of the world around him.

George Hathaway

I think if I did a little deletion in Miss Mallory's presentation and took out the word "SEEK" a few times, I could say I was just listening to the description of any good service librarian. I think this says alot to us about evaluating and concerning ourselves and looking back at our services to all students, SEEK students, special students, but all students

Our next speaker is Dorothy Knoell who is the director of the Urban Community College Project of the American Association of Junior Colleges.

The Special Needs Of New Students For Services Relating To The Library Function: Dorothy M. Knoell

For purposes of planning programs and developing services, we have tentatively defined the "disadvantaged" student in higher education as one who is black (or brown or other minority group member) who falls below the federally established poverty level, and who shows little evidence of college potential in his past school records. The term "disadvantaged" is used advisedly but will serve as a handle for communication until a better term is discovered. The community colleges in particular are interested in the triple-disadvantaged student, those whom Project SEEK and the Education Opportunities program would not pick up. We beleive with Mr. Haley that each individual has potential which we should help to develop in our programs. We are trying to act out the State University of New York's motto, "Let each become all he is capable of being." We support Mr. Franz in his desire to develop the outreach function of our respective institutions -- the library and the college. We offer these brief remarks in the context of Dr. Birenbaum's stimulating presentation this morning.

Despite this support from the other speakers, I am somewhat dismayed that we have not really addressed ourselves to the "New College Student," the theme of the conference. In preparing for this meeting, I reviewed quite corefully the new Master Plan for the City University of New York. I read with particular interest the plans for expanded enrollments, programs, and facilities. I also read for the first time the fine chapter on library needs. I am distressed that there is so little correlation (in fact, almost none at all) in the statement of library needs and the projections for the City University in 1971 and then in 1975.

The City University of New York's Master Plan projects 10,000 new types of college students in its Education Skills Centers by 1971, and 16,000 by 1975 - a 123 percent increase from the present, when we have only two such centers which are still in a developmental stage. The community college growth is expected to be still more explosive - from 15,000 students now to 31,000 in 1971 and to 47,700 by 1975 - a 213 percent increase. These will be not merely "new" students, but new types of students from still another segment of urban society. The increase in doctoral students is of course very large in terms of the percentage increase, but numbers will remain comparatively small. I believe that the projected students in the community college and the skills centers are the "new students" we should concern ourselves with.

Their need is not merely for fewer volumes in their libraries and lower vocabulary levels in books. In fact, there is some doubt that the needs of these new students are geing examined. Library standards for two-year colleges tend to assume middle class, suburban institutions serving transfer and occupationally oriented students. Guidelines are now needed to serve the "new student" in higher education, rather than the college in pursuit of accreditation. The "new student" needs help in finding himself in his real potential for academic development, his interests and talents in the world of work, and his personal strengths and weaknesses. With guidance, he may discover the printed word for the first time since learning that he was a poor reader, a non-verbal learner, in the early grades. The library staff must become a part of the college teaching staff, together with the instructor and the counselor. The college student heading for immediate employment at the end of two years is in as much need of library resources (personnel and materials) as the transfer student who will have to cope with mammoth university libraries in his junior year.

One of the best sections of the CUNY master plan deals with "Extended Community Service Programs." Libraries which accept an aggressive outreach function into their communities cannot ignore this important CUNY undertaking. Still, the library receives scant mention in this section We tend to think only of the 18 to 21 year olds when we talk about the new students in college and ignore the new adult student who may be reached frist in a community service program. A special effort is now being made to interest and then to serve poor adults who may also be illiterate, unemployed, and bewildered. Once into the higher education establishment, the adult often learns fast and craves material in his new-found world of written communication.

Two other developments deserve mention in connection with a statement of needs of the adult student. In the Urban Center in Brooklyn (a joint undertaking of the State University of New York and New York City Community College) federal money has been put to use in bringing entire poor families into education at the community college level. Head Start children were the starting point; their parents are the liaison with the community college, which is of course essentially an adult institution. Shared educational activities which may be pleasurable as well as instructional are an important facet of the program.

A more widespread development is the offering of "New Careers" programs to poor adults, under joint college-agency auspices. "New Careers" offers training, basic education, and employment at the paraprofessional level in the human services--education, social welfare, recreation, nursing, and also library science. Considerable success has been attained with the teacher aide programs in urban areas. Attempts are now being made to find ways to involve paraprofessionals in college situations--the counseling office, the audiovisual center, and perhaps even the library as part of a team serving the new student. An important aspect of the New Careers program is identification with the larger profession--education, social work, library science. Some of this identification must come from the printed word, to complement and reinforce the face-to-face identification through daily contracts.

Black studies and developmental programs are new "things" in our colleges, with new needs for resources and services. They are a promising substitute for the tedious remedial programs into which many "new students" were formerly cast. They are an attractive alternative to SEEK and college Discovery for some. The exhibits at the conference give promise of serving the need for new materials for such programs, but the need for new services is yet unmet.

As an outsider, one might risk suggesting the establishment of a LACUNY task force to investigate more thoroughly the needs of the new college student in the relatively new setting of the community college and the urban skills centers. The CUNY Master Plan report would provide a good starting point--what are implications of the several "new student" sections for library services? It will take new money, new staff, new facilities and materials, once the specific needs are established. The conference has been a fine one, and a treat for a non-librarian to participate in. Follow-through action by LACUNY would make it still finer.

George Hathaway

Thank you Dorothy. I think we sort of short changed Dorothy because she could have gone into much greater depth into many of the areas she touched upon. It brought to mind something that Alex Haley said. He said librarians and libraries don't get attacked because people like you and respect you. I sort of wonder sometimes. As a community college librarian once said to me, "They don't attack you because you are not important." - so that is food for thought and so maybe we had better start doing something to make ourselves important.

One of those areas that I know little about because I am a service and reference desk type librarian is publishing, acquistions and cataloging. Our last speaker is David Remington who is director of professional services at Bro-Dart, Inc.

David Remington

LACUNY Library Service To The New College Student From The Materials Standpoint: David G. Remington

I will review some of the trends in library and instructional materials in relation to the new college student. It has not been an altogether easy task, as a variety of points of view and library programs exist. The literature has only recently begun to deal with urban college and its services to the disadvantaged student. I believe this Institute is the first such conference effort to deal with the matter.

In talking with librarians, teachers, publishers and others over the past several months to learn what types of materials are being used, what the programs are that deal with the new student,and what is being published, it became clear that the questions far exceed the answers and the spectrum of opinion ranges from shoulder shrugging acceptance of traditional library and educational programs to a firm conviction that change and innovation are the only certainties.

It is the institutions committed to new programs, where recognition of the need for different materials exists.

In addition to the continued importance of traditional academic collections, there is an increasing recognition that the college library needs to provide reading materials for personal enjoyment, recreation, and pursuit of individual interests on the part of its students and faculty. Bringing the library to life in terms of current, topical, or controversial books, magazines, newspapers, journals, recordings, films etc., recognizes the needs to motivate students (and even faculty) to greater and more meaningful use of the library.

The paperback book is being used with dramatic results on a limited and even saturation basis to attract and hold the reluctant library user and reader. Particularly relevant is the fact that the reluctant reader is reading in paper what he won't approach in hard cover. The Federal City College Media Center in Washington, D. C. has acquired more than half its collection in soft cover form in an effort to capitalize on this phenomenon.

Materials, particularly programmed materials, are needed to support skills programs specifically designed to meet the needs of the college freshman with weaknesses. Publishers are beginning to recognize the college level need for such materials. For example, McGraw-Hill has in preparation what it calls, "Basic Skills System: Tools for Learning Success." This multimedia collection of programmed books and tapes is designed for the college and junior college freshman who needs improvement in reading, writing, math, vocabulary, spelling and study skills.

The Skills Center at Federal City College has found, however, that the biggest problem their new students have is one of motivation. Therefore, they use books by and about Negroes which tend to vive the students some pride in black achievement. But published materials are only the beginning. Group dynamics is the key to the success of the program. The materials used throughout the skills program are more often reproductions of topical or controversial articles from yesterdays or todays newspaper or a current magazine. Programmed materials are generally not used. Without the necessary motiviation, it is felt they are not effective.

The need to improve reading, writing, and other basic skills is not limited to the English speaking new student. New York along with other major American cities such as Miami and Los Angeles - is virtually bi-lingual. The need to achieve and improve skills in reading and writing of Spanish and English is vital. There is a need for identification, selection, and domestic publication in this area. The relatively limited distribution and publication of Spanish language materials complicates the matter.

Bibliographies, bibliographic essays and articles on black literature, Afro-American literature and media are encountered in increasing number suggesting its importance to libraries and media centers both to serve general interest and also to support specific black studies courses.

Publishers are not only bringing into print new books by and about Negroes, but reprint houses are building sizeable lists of earlier published books on the Negro. While there may be question as to the relevancy of some of the titles begin reprinted, there is no doubt that this activity is in recognition of a genuine and only barely satisfied need. Evaluation of and selection from this growing body of literature should be a priority and continuing effort for the college library. The bibliography of suggested readings passed out today is a good example of an effort that should be continued and intensified.

Many new students come to the junior college or college seeking not only general education and competence in basic academic skills, but particulary vocational, technical or practical arts training. The junior or community college library will play a particularly important role in the support of such a curriculum. Selection and acquisitions of materials in this area will be a major activity in the next several years especially as the Federal government expands its support of these programs. Many of the important publishing sources are not the commercial publishers, but the industry, trade, or professional organizations and associations. New channels of information need to be developed in order to readily and comprehensively identify the established and emerging sources of vocational/technical literature. Thank you.

(Editors Note: Due to mechanical difficulties, the question and answer period following the speech of Dr. Trent and panel presentation was not recorded properly and could not be transcribed.)

George Hathaway

I would like to thank the speakers and the panelists for being with us today and invite you all to attend the cocktail hour in the room adjoining.

Thank you for attending.

Abramowitz, Bennett
Brooklyn College - Student

Ackerman, Carolyn
Hofstra University Library

Adams, Edward T.
Baruch College Library

Afflerbach, Lois
Queens College Library

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A NEW COLLEGE STUDENT: THE CHALLENGE TO CITY UNIVERSITY LIBRARIES

Registration and Coffee Hour 9:00 — 9:45 a.m.

MORNING PROGRAM 10:00 — 11:45 a.m.

Greetings and Introductions

Ann Randall, Presiding Officer of the Conference

Sharad Karkhanis, President, Library Association of the
City University of New York

Representatives of the
Office of the Chancellor of the City University of New York
New York Metropolitan Reference and Research Library Agency
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Book Prisons: The Reform of Knowledge Monopoly Systems
William M. Birenbaum, President, Staten Island Community College
and Consultant, Bedford-Stuyvesant Restoration Corporation

The Student: Programs and Problems
Richard Trent, Director, Educational Opportunity Program,
Brooklyn College, and Professor of Education

LUNCHEON 12:00 noon — 1:45 p.m.

Chronicle of a Black Heritage

Alex Haley, Writer and Lecturer

AFTERNOON PROGRAM 1:45 — 4:00 p.m.

The New College Student and the Library: A Panel.

John Frantz,
Director, Brooklyn Public Library

Dorothy Knoell,
Director, Urban Community College Project of the American
Association of Junior Colleges

Mordine Mallory,
SEEK Librarian, Quuens College

David Remington,
Director of Professional Services, Bro-Dart, Inc.

Panel Moderator: George Hathaway

Discussion

RECEPTION AND EXHIBITS 4:00 — 5:00 p.m.

The entire program will be held in the Brooklyn College Student Center, Campus Road North and East 27th Street.

The Conference gratefully acknowledges the assistance of the Chancellor's Office of the City University of New York, the New York Metropolitan Reference and Research Library Agency, Inc., and Bro-Dart, Inc.

The Library Association of the City University of New York, which is sponsoring the Conference, is composed of the librarians of the senior municipal colleges, the community colleges, and the Graduate Center, which comprise the City University of New York:

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